



Twin Rivers Education Centre
Annual School Learning Plan 2026-2027

Last revised: June 23, 2026





Acknowledgement

Secwepemcúl'ecw yi7élye ell, re tmicws re Tk'emlú'semc n7élye.

School District No. 73 (Kamloops-Thompson) acknowledges that it is on the territory of the Secwepemc Nation, specifically the territory of the Tk'emlups te Secwepemc People.

Kamloops School District No. 73 is located within the traditional territory of the Secwépemc people and includes the seven Secwépemc First Nations Bands our school partners with:

- Tk'emlúps te Secwépemc
- Whispering Pines/Clinton Indian Band
- Skeetchestn Indian Band
- Simpcw First Nation
- Adams Lake Indian Band
- Little Shuswap Lake Indian Band
- Neskonlith Indian Band

through our [Local Education Agreement](#) and the [Aboriginal Education Enhancement Agreement](#)

Kamloops-Thompson School District #73 Context

In alignment with the Kamloops-Thompson School District #73 [5-Year Strategic Plan](#)

Our Mission

Supporting learning opportunities and environments which inspire students to thrive.

Our Vision

Fostering educated and resilient citizens empowered to contribute to a diverse, inclusive, caring, and sustainable society.

Value Commitments

Connection/Relationships, Equity, Well-being, Sustainability.

Our Priorities

Intellectual Development, Human and Social Development, Cultural and Identity Development, Career Development, and Systems Development.

Twin Rivers Secondary School Context

Twin Rivers Education Centre (TREC) is a designated Type 3 Alternative Education School committed to ensuring every learner has access to a meaningful pathway toward graduation, belonging, and future success. We provide flexible, student-centred learning environments for youth and adults whose educational, social, emotional, and academic needs are not fully met within traditional school settings. Through individualized programming, differentiated instruction, enhanced counselling, and strong community partnerships, we help learners reconnect with education and realize their potential.

TREC operates 11 programs across seven locations, serving approximately 500 learners annually, including 250 school-aged students (ages 11–19) and 250 adult learners (ages 19–65). While each program is unique, they share a common purpose: **to inspire curiosity, build meaningful connections, and empower every learner to graduate with purpose, dignity, and meaningful opportunities for the future.**

Many students who attend TREC have experienced barriers to educational success, including interrupted schooling, poverty, housing instability, trauma, mental health challenges, involvement in government care, substance use, or other life circumstances. Others thrive in an alternative learning environment that offers greater flexibility and individualized support. Rather than defining students by these challenges, we recognize the strengths, resilience, and potential each learner brings, working to remove barriers and create opportunities for success.

Learning is closely connected to well-being. TREC partners with community agencies to support the whole learner by addressing barriers such as housing, food security, mental health, and access to essential services. Our Continuing Education and First Steps programs work closely with Interior Community Services to connect students with the supports they need, while

staff across all programs provide food, counselling, and individualized care so learners can focus on achieving their goals.

Supporting Indigenous learner success is central to our work and aligns with the priorities of SD73's Strategic Plan. More than half of our learners identify as Indigenous, and we are committed to creating learning environments where every student experiences belonging, cultural safety, and respect. Working alongside Indigenous Education Workers, Indigenous Family Counsellors, Indigenous Community Outreach Workers, Indigenous Youth and Family Consultants, Elders, Knowledge Keepers, and community partners, we strive to honour Indigenous perspectives and support every learner's success.

Relationships are at the heart of everything we do. We recognize that every learner—whether youth or adult—brings unique experiences, strengths, and aspirations. By fostering trust, belonging, and genuine connections, we create environments where students feel safe to take risks, build confidence, and re-engage in learning.

Our work is guided by the **Seven Grandfather Teachings**, which shape our relationships, decision-making, and school culture. We foster **Love** by creating welcoming spaces where everyone belongs; **Respect** by valuing each person's voice and experiences; **Bravery** by encouraging perseverance and growth; **Honesty** through authentic relationships; **Humility** by recognizing that we all have something to learn; **Wisdom** by inspiring curiosity and reflection; and **Truth** by helping learners discover their strengths and move forward with confidence and integrity.

We believe alternative education is not about lowering expectations—it is about removing barriers and providing responsive pathways that allow every learner to succeed. Through personalized learning, caring relationships, and high expectations, students develop the knowledge, skills, confidence, and resilience they need for life beyond school.

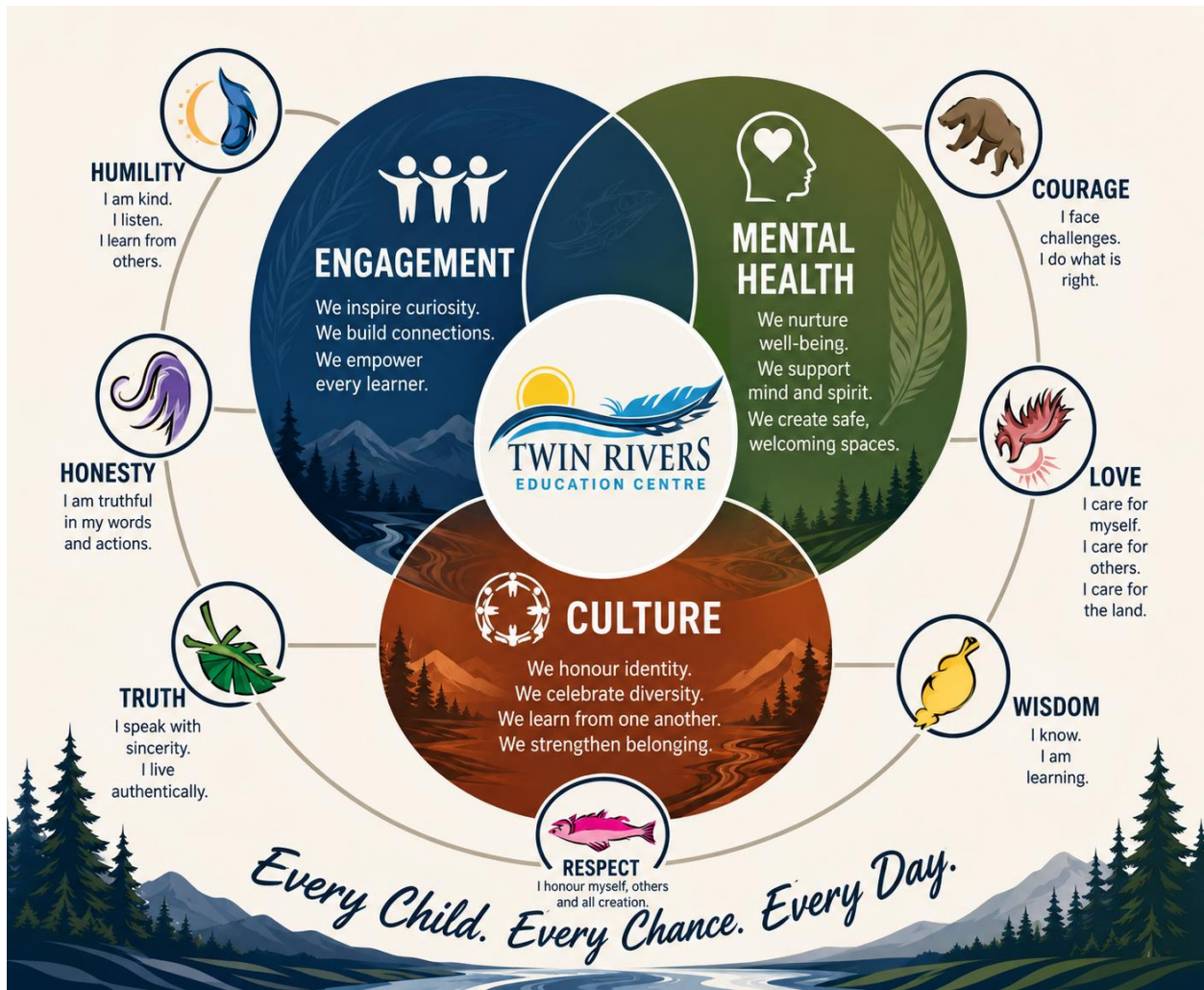
At TREC, success is measured by more than graduation. It is reflected in renewed hope, stronger relationships, increased engagement, improved well-being, and meaningful transitions to employment, post-secondary education, apprenticeships, or further learning. Guided by our commitment to **Every Child, Every Chance, Every Day**, we strive to ensure every learner is seen, valued, supported, and empowered to build a future of their own choosing.

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Twin Rivers Education Centre SLP Framework



School Goal #1: Engagement

Objective

To inspire curiosity, build connections and empower every learner.

What we Currently Understand About Engagement

Student engagement refers to the depth of attention, curiosity, and perseverance learners bring to learning. It is a multidimensional concept that includes behavioural, cognitive, social, and emotional dimensions. Engagement is reflected not only in participation in classroom activities, but also in motivation, confidence, and sustained effort over time. Research emphasizes the importance of classroom environments in supporting student engagement and learning.

At TREC, engagement is understood within the context of alternative education, where learners often arrive with diverse educational histories and varying levels of academic confidence. Engagement is not defined solely by attendance or task completion, but by meaningful re-entry into learning, willingness to take academic risks, and persistence through supported challenges. In this context, engagement is cultivated through flexible, relationship-based, and inclusive learning environments that reduce barriers to participation. When students experience safety, trust, and relevance in their learning, they are more likely to re-engage and sustain participation over time.

Student engagement is closely linked to literacy development. Reading, writing, and communication skills are strengthened when students are actively engaged in tasks that require sustained thinking, revision, and reflection. Without engagement, opportunities for literacy practice are limited; with engagement, students are more willing to persist with complex texts, extend their thinking, and refine their communication.

Strengthening engagement is therefore essential to improving literacy outcomes at TREC. As engagement increases, so does students' ability to develop foundational literacy skills, complete courses, and transition successfully toward graduation and post-secondary or employment pathways.

District Goal

Every learner will develop competencies and skills to succeed academically.

District Intended Outcome

Students will meet or exceed Literacy and Numeracy expectations. Students will progress through grades on time.

School Results Analysis

Course completion remains a key indicator of student success at TREC. Our goal is to ensure students complete their classes, even if they take longer than the traditional timeline. Over the past three years, we have seen steady growth in both the number and percentage of

completions. In 2025–26, overall course completion reached 75%, with Indigenous students achieving 70%. Both represent a 2% increase over three years, reflecting consistent progress toward our goal.

This year, 53 students graduated from TREC and Four Directions, reflecting consistency and providing students with meaningful options for the next stage of their lives. Our three-year average first-time graduation rate increased by 9% to 66% with the largest increase seen in TREC’s diverse student population. It is important to note that many students graduate within a six-year timeframe, which is not fully captured in the standard graduation rate. For example, in 2025-26, 17 of our 53 graduates were born in 2007, highlighting how extended timelines contribute to overall success. We continue to believe that students should be supported to use the time they need to complete their education and achieve graduation.

Our grade-to-grade transitions continue to increase in all areas. We have been showing steady growth in all areas, including Indigenous, diverse and non- Indigenous students, although the grade 11-12 transition is still well below SD 73s overall transition rates for this grade. This year TREC increased by . Gr 10 to 11 climbed 12 % over three years and the Gr 11 to 12 rates climbed 9%.

Our Literacy and Numeracy Assessment results indicate that significant work remains, as scores continue to lag Provincial and District averages. This is not unexpected, given that many students come to TREC after struggling to succeed in mainstream schools. In 2024/25 39% of students who wrote Lit 10 assessment demonstrated proficiency, an increase of 3%, with Indigenous learners down 4%. Numeracy results increased this year, although they are still significantly below SD 73 and provincial levels. Only 19% of students achieved proficiency in 2024/25. It is important to note that the number of students completing these assessments is small, meaning percentages may be heavily influenced by individual outcomes rather than overall trends. For further data, please see [Appendix B](#)

School Goal

Every learner will develop the academic competencies and foundational skills needed for success by engaging in learning experiences that inspire curiosity, strengthen relationships, and foster active participation in their learning.

Areas to Celebrate

This year, TREC celebrated 53 graduates, with 30 students (approximately 56%) identifying as Indigenous learners, closely reflecting our overall student population (55% Indigenous). Our overall completion rate continues to strengthen, reaching 75% this year, the highest rate in over five years. Indigenous student completion also showed steady improvement at 72%, a 2% increase.

Grade-to-grade transitions continue to show sustained growth across all levels. 90% of students successfully transitioned from Grade 10 to 11, representing a 8% increase, with a three-year average of 83% (up 7%). Grade 11 to 12 transitions reached 66%, a 3% increase, with a three-year average of 62% (up 4%). For diverse learners, 62% successfully transitioned from Grade 11 to 12, a 4% increase. These trends demonstrate consistent year-over-year improvement

in student progression and completion. As well, our overall completion rate increased by 1% this year, with no demographic decreasing.

Student voice and engagement feedback continues to indicate that learners feel supported by staff and connected within the school community. This year, TREC also strengthened its sense of belonging through community-building events, including two family/community dinners, a student-led craft fair, a community connections fair, and a winter holiday festivity luncheon. A Parent Advisory Council (PAC) was also established, further strengthening family and community engagement across the school.

Areas to Grow

While TREC continues to demonstrate steady improvement in graduation rates, transitions, and course completion, several areas require focused attention to strengthen overall student success. This year, there has been a noticeable decline in regular student attendance, which directly impacts engagement, continuity of learning, and access to instructional time. Re-establishing consistent attendance and re-engagement routines will be essential to improving both academic progress and student outcomes.

In addition, current assessment data in literacy and numeracy indicate achievement levels that remain significantly below district averages. While students are successfully earning credits and graduating, these outcomes suggest that many are completing courses at a minimal level of proficiency. Strengthening foundational literacy and numeracy skills will be essential to ensuring that graduation reflects deeper learning, increased competency, and readiness for post-secondary pathways and employment.

These trends highlight the need to further strengthen engagement strategies, instructional consistency, and targeted academic interventions. Continued focus on improving attendance, increasing meaningful engagement in learning, and embedding literacy and numeracy development across all programs will be critical to enhancing both the quality and sustainability of student success at TREC.

School Strategies

To increase schoolwide engagement, we will:

- Ensure every student is connected to at least one consistent, trusted adult
- Use intentional check-ins
- Use flexible scheduling and pacing
- Provide multiple entry points into learning tasks
- Increase student choice in topics, assignments, and demonstration of learning
- Embed real-world, culturally relevant, and community-connected learning
- Connect learning tasks to personal goals
- Implement early outreach for attendance decline
- Create re-engagement plans for students with inconsistent attendance
- Provide targeted literacy support within engagement-focused tasks
- Embed the Seven Grandfather Teachings into classroom culture and expectations
- Embed reading, writing, and communication in meaningful tasks

To improve grade to grade transitions and increase school/course completion, we will:

- Create supportive and inclusive learning environments by equipping teachers with strategies to reduce student anxiety while strengthening their understanding of effective literacy interventions.
- Increase clarity of pathways to graduation.
- Ensure teachers have clear student profiles.
- Increased efforts to improve school completion through positive community-building activities designed to increase personalized learning opportunities, positive connections, sense of belonging, greater parent engagement opportunities, and advocacies with our school, community, and Aboriginal partners.
- Continue hosting a community partnership fair in early September to connect our students and school community with community agencies.

In alignment with the Local Education Agreement, we will continue to strengthen our positive and reciprocal relationship by grounding our work in the seven grandfather teachings.

Evidence and Next Steps

Progress toward improved engagement, grade-to-grade transitions, and course completion will be evidenced through multiple indicators, including increased attendance and re-engagement following absences, higher levels of participation in learning tasks, and improved student sense of belonging and connection to school. Transition success will be reflected in the completion of individualized transition plans, improved continuity of learning between programs or grades, and fewer disruptions in course progression. Course completion will be monitored through increased credit accumulation, higher completion rates, reduced course withdrawals, and more students on track toward graduation requirements. These outcomes will be supported by system-level evidence such as consistent use of credit tracking tools, documented transition planning processes, and strengthened collaboration across programs.

Next steps will focus on strengthening the structures that support these outcomes, including the implementation of a consistent transition planning process for all students moving between programs or grades, regular credit audits and updated graduation pathway mapping, and improved communication between staff to support continuity of learning. Re-engagement protocols will be established to support timely return to learning after absences, and instructional practices will continue to emphasize flexible, modular, and responsive approaches to course completion. Relationship continuity will remain central, ensuring students maintain connection with a trusted adult through transitions, with follow-up supports to sustain engagement and persistence toward completion.

School Goal # 2: Mental Health

Objective

Create a safe welcoming environment that fosters belonging and promotes positive mental health.

What We Currently Understand About Promoting Positive Mental Health

Positive mental health is foundational to student engagement, learning, and overall success. At Twin Rivers Education Centre (TREC), many learners arrive with experiences of trauma, disrupted schooling, anxiety, housing insecurity, mental health challenges, or other circumstances that can affect their sense of safety, connection, and readiness to learn. In an alternative education setting, supporting mental health is not separate from teaching—it is an essential condition for learning.

Research consistently identifies a strong sense of belonging as one of the most significant protective factors for promoting positive mental health and resilience. When students feel safe, valued, respected, and connected to caring adults and peers, they are more likely to attend school, engage in learning, develop healthy coping strategies, and persevere through challenges.

At TREC, promoting positive mental health means intentionally creating learning environments where relationships are prioritized, barriers to participation are reduced, and every learner experiences dignity, acceptance, and hope. Through flexible programming, responsive supports, community partnerships, and a culture grounded in the Seven Grandfather Teachings, we strive to ensure students develop the confidence, resilience, and sense of belonging necessary to thrive both in school and beyond.

District Goal

Every learner will feel welcome, safe, and connected to their environments (district-school-classroom).

District Intended Outcome

Students will feel welcome, safe, and connected to their school.

School Results Analysis

Student survey data indicate that TREC continues to foster learning environments where students feel safe and supported. Approximately 90% of students reported feeling safe at school, demonstrating that our relationship-based approach and supportive programming are having a positive impact. Survey results also show that students in Grades 11 and 12 report a greater sense of safety than students in Grades 9 and 10. This suggests that as students spend more time at TREC and build trusting relationships with staff, their sense of safety and belonging increases. At the same time, it highlights an opportunity to strengthen our intake process and relationship-building practices so that younger and newly enrolled students experience this sense of safety earlier in their educational journey.

Student connectedness to adults also remains an area of strength and opportunity. While 38% of TREC students reported feeling connected to four or more adults at school, 90% of students in the 4D program reported this level of connection. This demonstrates the positive impact of intentionally relationship-focused programming and suggests that similar practices

could be expanded across TREC to strengthen students' sense of belonging and access to supportive adult relationships. For further data, please see [Appendix B](#).

School Goal

At TREC, we will create safe, supportive learning environments where students are aware of, have access to, and actively utilize physical and mental health supports.

Areas to Celebrate

TREC continues to foster a strong sense of safety and belonging, with approximately 90% of students reporting they feel safe at school. Survey data also show that students' sense of safety increases the longer they are at TREC, highlighting the impact of sustained relationships and connection. The 4D program demonstrates particularly strong relational connection, with 90% of students reporting ties to four or more adults in the school. School-wide community events and the establishment of a Parent Advisory Council have further strengthened student belonging and connection across the school.

Areas for Growth

While TREC continues to demonstrate strong overall feelings of safety and belonging, there is an opportunity to strengthen early connection for students in Grades 9 and 10. Survey data suggests that younger students report lower levels of safety and connection compared to students in Grades 11 and 12, indicating that sense of belonging continues to deepen the longer students are at TREC. This highlights the importance of intentionally building trusting relationships and consistent adult connections earlier in a student's time at the school.

In addition, some students continue to experience challenges with consistent attendance, which can impact their ability to form strong relationships and fully access school-based supports. Strengthening early engagement and connection practices for these learners will be important in supporting their overall sense of belonging and well-being.

School Strategies

Strengthen Relationships and Belonging

- Ensure every student has a consistent, trusted adult connection through regular check-ins.
- Continue to create welcoming classroom environments that prioritize relationships before academic demands.
- Expand opportunities for student voice and leadership in school activities and decision-making.
- Celebrate student successes, strengths, and growth regularly.

Increase Awareness and Access to Supports

- Ensure students know how to access school and community mental health supports.
- Introduce students to support staff early in their enrolment and normalize help-seeking.
- Develop consistent referral pathways so students can easily connect with counselling, Indigenous supports, youth care workers, and community agencies.

- Share available supports regularly through classroom discussions, newsletters, and visual displays.

Build Staff Capacity

- Continue professional learning in trauma-informed, culturally responsive, and relationship-based practices.
- Strengthen staff understanding of mental health literacy and early identification of students requiring additional support.
- Provide opportunities for collaborative case planning to support students with complex needs.

Foster a Culture of Wellness

- Embed the Seven Grandfather Teachings into school culture and daily interactions.
- Continue whole-school community-building events that strengthen belonging (family dinners, craft fair, celebrations, cultural activities).
- Increase opportunities for land-based, cultural, recreational, and wellness activities.
- Review learning environments to ensure they are welcoming, inclusive, and culturally safe.

Evidence and Next Steps

- Regularly review our school learning plan at Staff Meetings.
- Strategically plan Pro D with staff to ensure it is targeting our goals.
- Align resource allocation with goals.
- Establish collaborative planning committees in regard to planning school events of recognition and celebration.

School Goal #3: Culture

Cultural & Identity Development

To develop a sense of identity in individuals and cultural safety and humility in communities.

District Goal

Every learner will feel safe and thrive personally and culturally.

District Outcome

Learners will have educational experiences that are free of racism, discrimination, sexism, harassment, and homophobia.

District Intended Outcome

Learners will have educational experiences that are free of racism, discrimination, sexism,

harassment, and homophobia.

School Strategies

- Use student voice and feedback to guide ongoing improvements to belonging, equity, and inclusive practice.
- Visibly celebrate diversity in classrooms and school spaces through representation, language, and everyday practice.
- Strengthen consistent use of names and pronouns across all staff communication, documentation, and assessment practices.
- Increase student and staff participation in SOGI-related learning, clubs, and inclusive school initiatives.
- Provide ongoing professional learning focused on cultural humility, anti-bias practice, and inclusive education.
- Support ongoing staff reflection on identity, bias, curriculum, and instructional practice, including use of collaborative inquiry and “street data.”
- Review school and classroom policies regularly to identify and address bias and strengthen equity.
- Align practices with Local Education Agreements and the Aboriginal Education Enhancement Agreement.
- Strengthen inclusive learning resources and programming that reflect Indigenous knowledge systems, local context, and diverse identities.
- Build ongoing relationships and consultation with families, Indigenous communities, and community partners to support cultural safety and belonging.

Evidence and Next Steps:

Evidence of progress will include increased student and staff reports of belonging, inclusion, and respect for identity. Student voice data will indicate whether learners feel their identities are reflected and valued in the school environment. Additional indicators will include participation in SOGI-related learning and activities, consistent use of names and pronouns across school practices, and increased visible representation of diversity in classrooms and school events. Policy and instructional reviews will reflect ongoing attention to equity, inclusion, and bias reduction.

Next steps will focus on strengthening student voice processes, increasing staff capacity through ongoing professional learning in cultural humility and inclusive practice, and ensuring consistent use of affirming language and inclusive representation across all settings. School policies and resources will continue to be reviewed and refined in alignment with Indigenous education agreements and equity frameworks, supported by ongoing consultation with students, families, and community partners.

Appendix A

- **STREET DATA STRATEGY:**

Provide your current equity-centered inquiry question:

- What mechanisms can we use, as staff and with students, to strengthen belonging and well-being so that students increase attendance and engagement in their learning?

Identify which cohort of learners (at the margins) the staff is prioritizing:

- Grade 9 and 10 learners have been identified as the cohort with the lowest reported sense of connection to staff and the school. This is often influenced by their recent entry into the school, fewer established relationships, and a perceived lack of relevance between school work and long-term goals. As students progress into Grades 11 and 12, data shows increased connection, stronger relationships with staff, and greater engagement linked to proximity to graduation. This highlights the importance of intentionally building connection and relevance earlier in a student's time at TREC.

State one or two actions taken by staff to understand these learners' school experience:

- Staff gathered qualitative data through informal student conversations and observations regarding attendance, engagement, and reasons for presence or absence. In addition, a school-wide anonymous survey specific to TREC/4D was implemented to gather student perspectives on belonging, well-being, and connection in a more structured and accessible way.

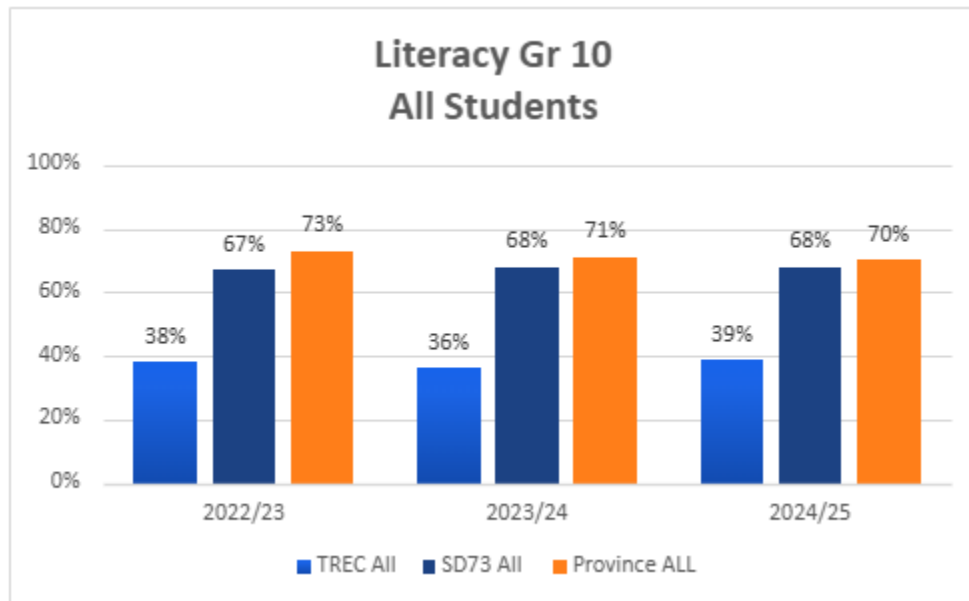
Share how you have used, or plan to use, this information to create positive change:

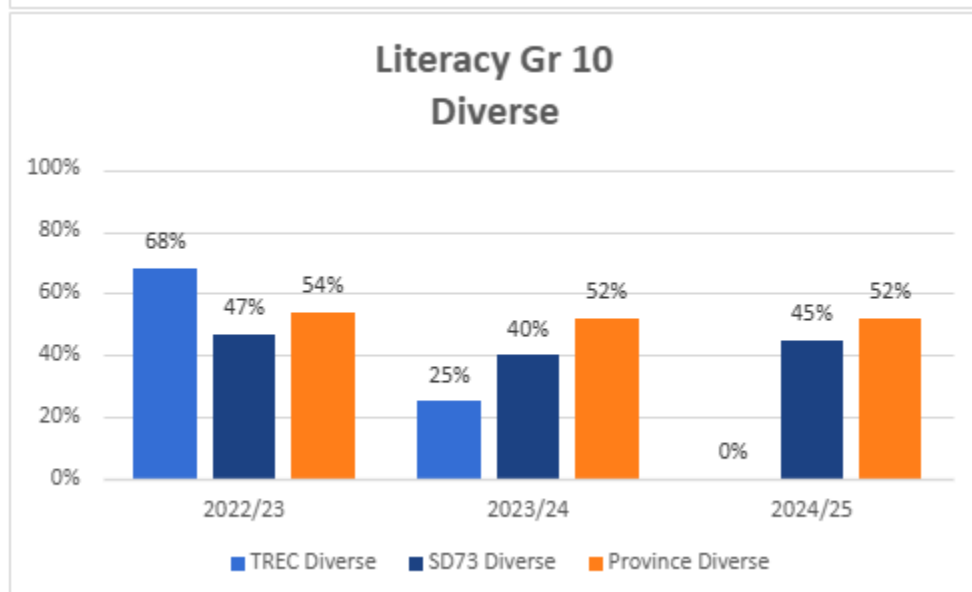
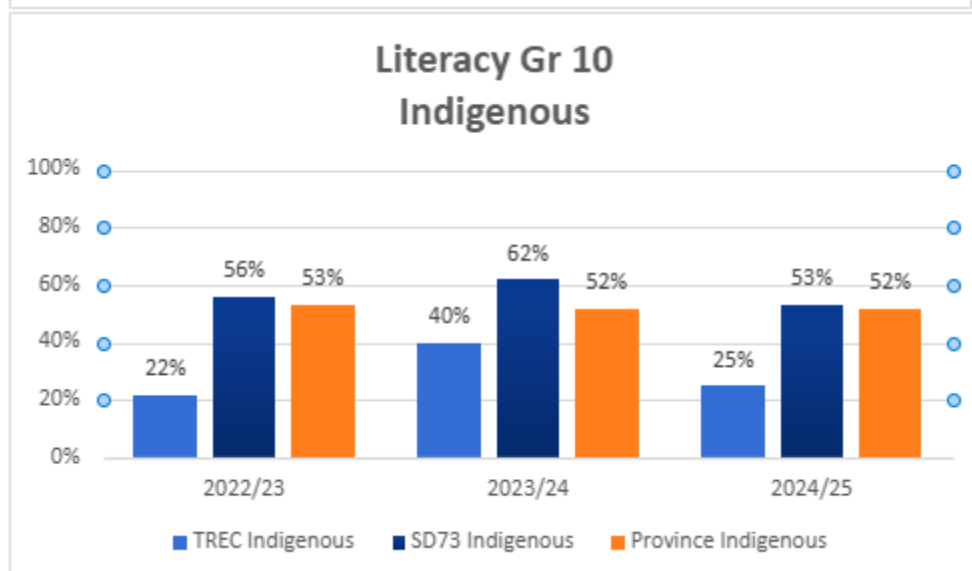
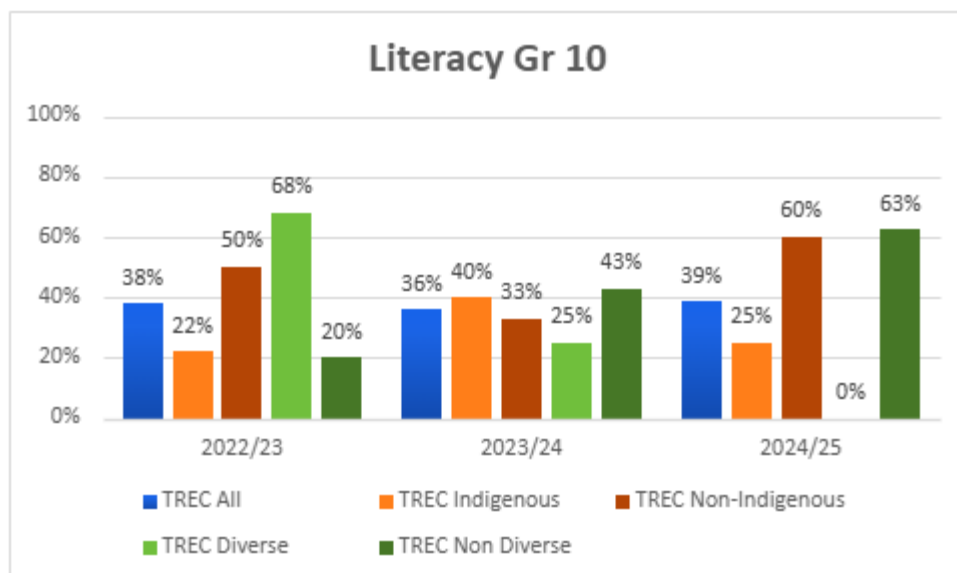
- Staff used survey and anecdotal data during a professional development session to identify key themes related to belonging, engagement, and early connection for Grade 9/10 learners. From this, teams developed targeted relationship-building and engagement strategies, including increased intentional adult check-ins for newer students, improved onboarding and welcome practices, and greater emphasis on early connection to school supports and trusted adults. These strategies are being integrated into classroom practice and program structures, with ongoing reflection on their impact through attendance patterns, student feedback, and engagement data. Continued monitoring will focus on whether early relational and engagement strategies improve connection for Grade 9/10 learners over time.

Appendix B

Literacy 10 Data

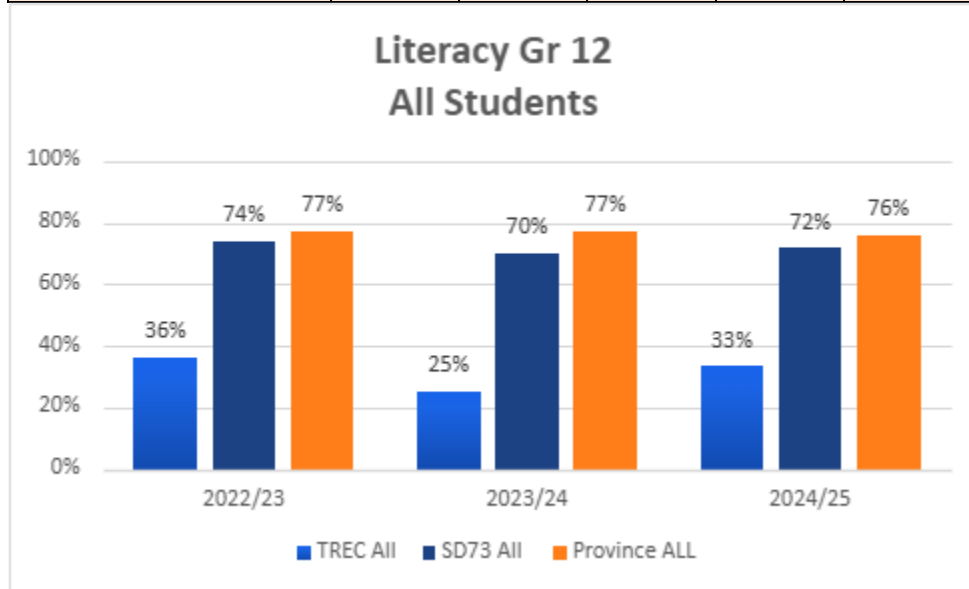
Graduation Literacy Assessment Grade 10							
Positive Response Rate	2020/21	2021/22	2022/23	2023/24	2024/25	3 year avg	3 year +/-
TREC All	44%	18%	38%	36%	39%	38%	1%
TREC Indigenous	50%	25%	22%	40%	25%	29%	-4%
TREC Non-Indigenous	33%	14%	50%	33%	60%	48%	12%
TREC Diverse	38%	0%	68%	25%	0%	31%	-31%
TREC Non Diverse	100%	33%	20%	43%	63%	42%	21%
SD73 All	67%	66%	67%	68%	68%	68%	0%
SD73 Indigenous	58%	52%	56%	62%	53%	57%	-4%
SD73 Diverse	49%	41%	47%	40%	45%	44%	1%
Province ALL	73%	74%	73%	71%	70%	71%	-1%
Province Indigenous	53%	56%	53%	52%	52%	52%	-1%
Province Diverse	54%	55%	54%	52%	52%	53%	-1%

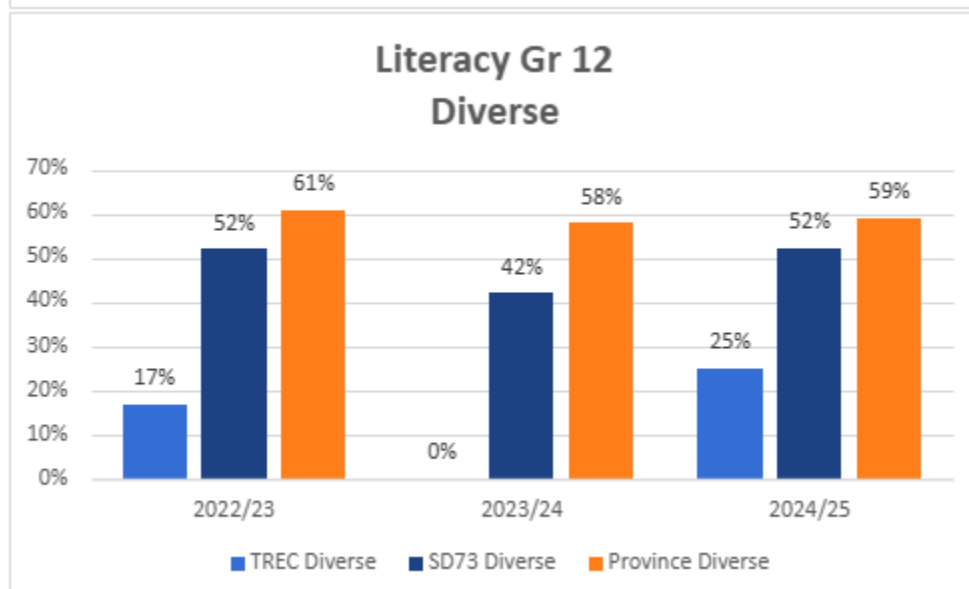
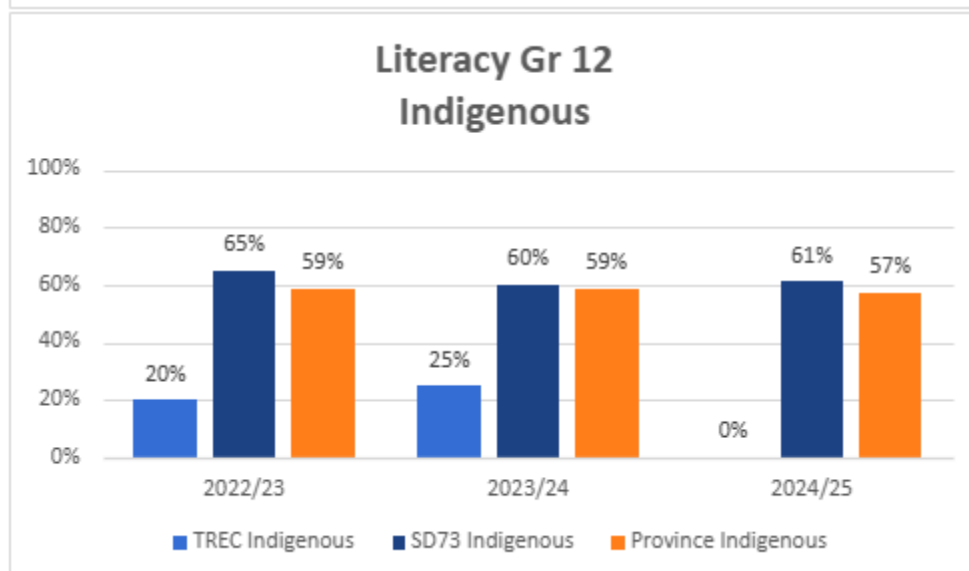
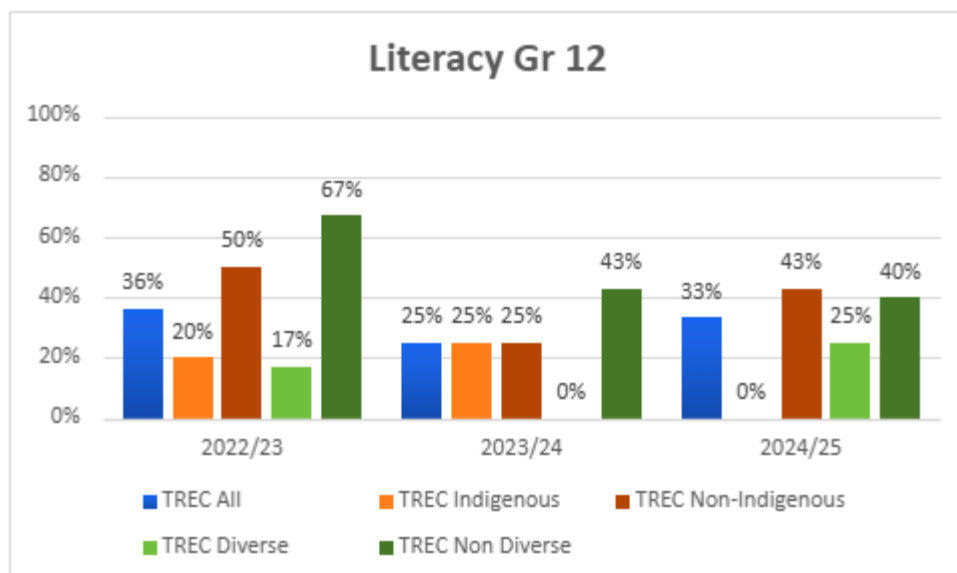




Literacy 12 Data

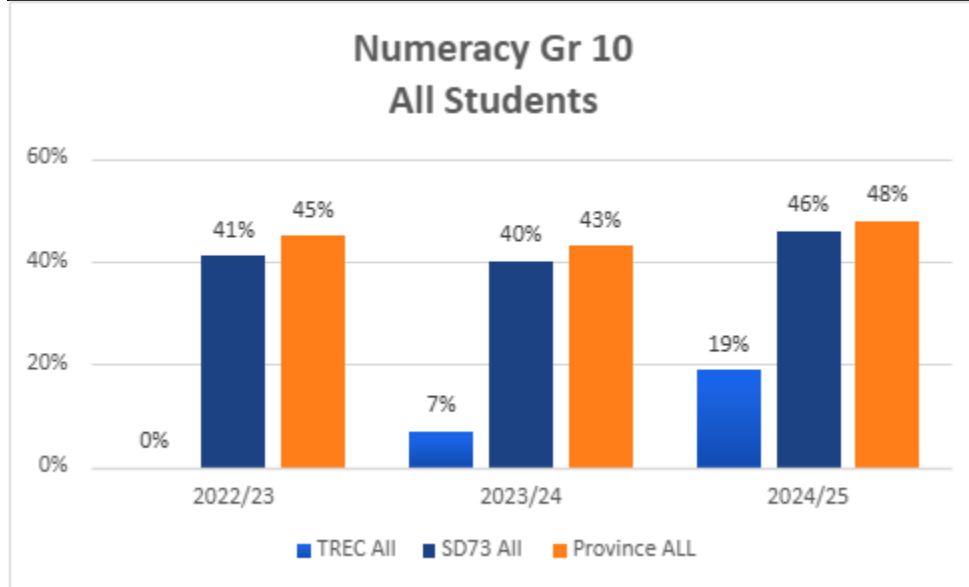
Graduation Literacy Assessment Grade 12							
Positive Response Rate	2020/21	2021/22	2022/23	2023/24	2024/25	3 year avg	3 year +/-
TREC All		36%	36%	25%	33%	32%	2%
TREC Indigenous		40%	20%	25%	0%	15%	-15%
TREC Non-Indigenous		25%	50%	25%	43%	39%	4%
TREC Diverse		33%	17%	0%	25%	14%	11%
TREC Non Diverse		38%	67%	43%	40%	50%	-10%
SD73 All		74%	74%	70%	72%	72%	0%
SD73 Indigenous		59%	65%	60%	61%	62%	-1%
SD73 Diverse		56%	52%	42%	52%	49%	4%
Province ALL		78%	77%	77%	76%	77%	-1%
Province Indigenous		60%	59%	59%	57%	58%	-1%
Province Diverse		63%	61%	58%	59%	59%	0%

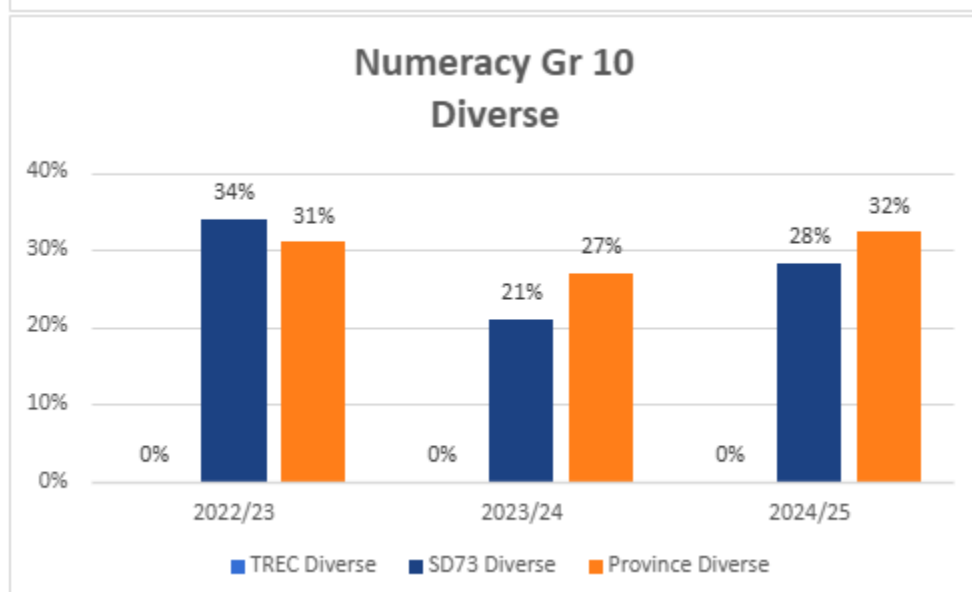
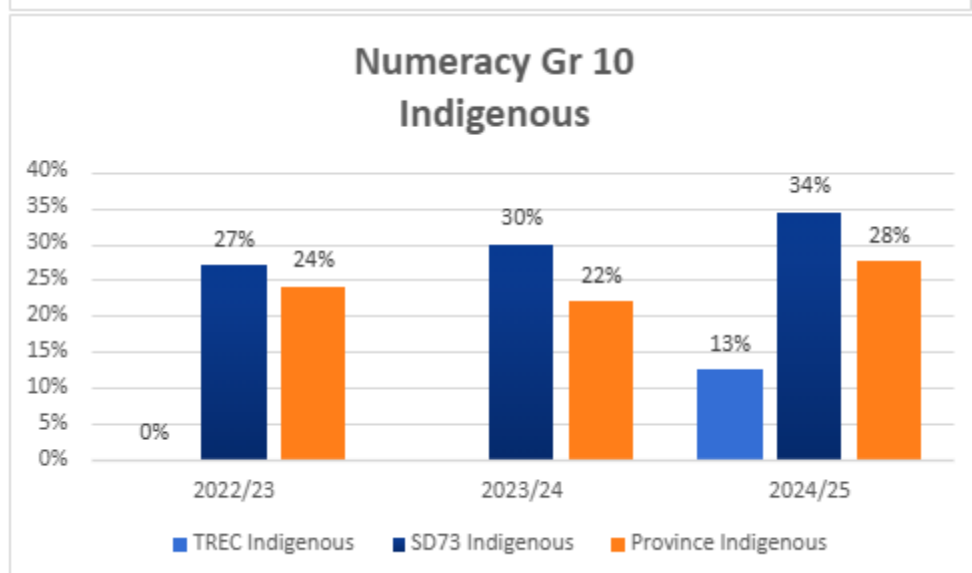
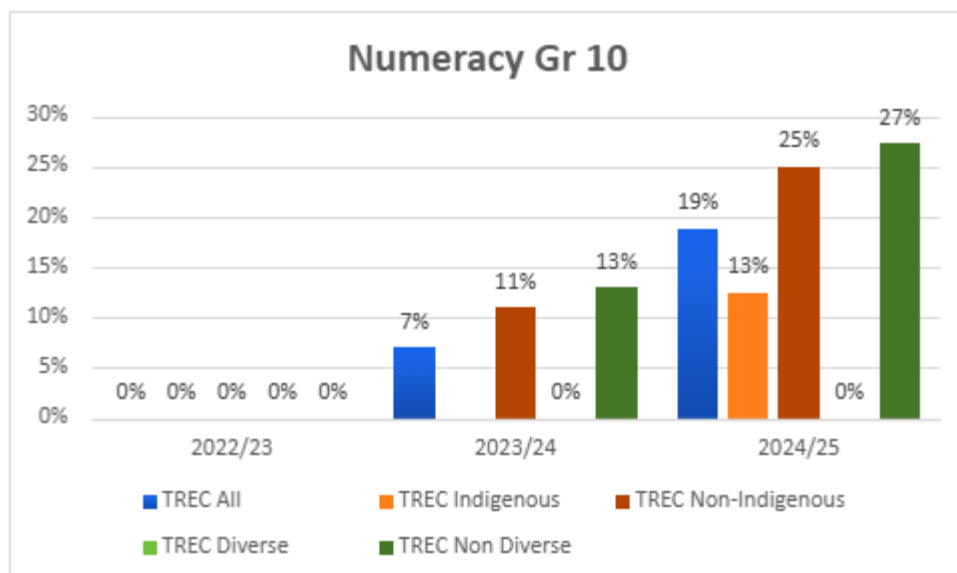




Numeracy 10 Data

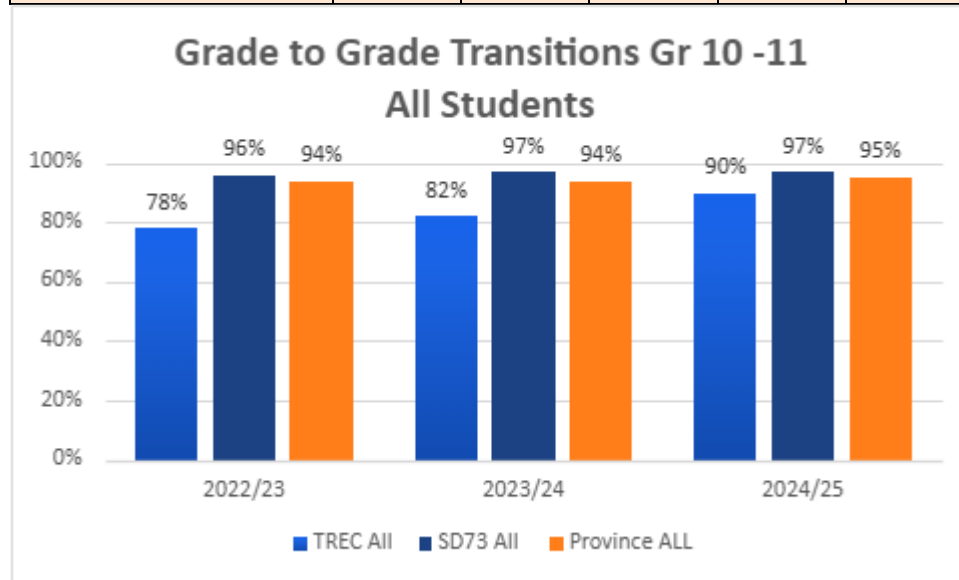
Graduation Numeracy Assessment Grade 10							
Positive Response Rate	2020/21	2021/22	2022/23	2023/24	2024/25	3 year avg	3 year +/-
TREC All	33%	20%	0%	7%	19%	9%	10%
TREC Indigenous	0%	20%	0%		13%	6%	6%
TREC Non-Indigenous	0%	100%	0%	11%	25%	12%	13%
TREC Diverse	0%	0%	0%	0%	0%	0%	0%
TREC Non Diverse	100%	50%	0%	13%	27%	13%	14%
SD73 All	40%	44%	41%	40%	46%	42%	4%
SD73 Indigenous	30%	27%	27%	30%	34%	30%	4%
SD73 Diverse	31%	27%	34%	21%	28%	28%	1%
Province ALL	38%	46%	45%	43%	48%	45%	3%
Province Indigenous	20%	24%	24%	22%	28%	25%	3%
Province Diverse	30%	33%	31%	27%	32%	30%	2%

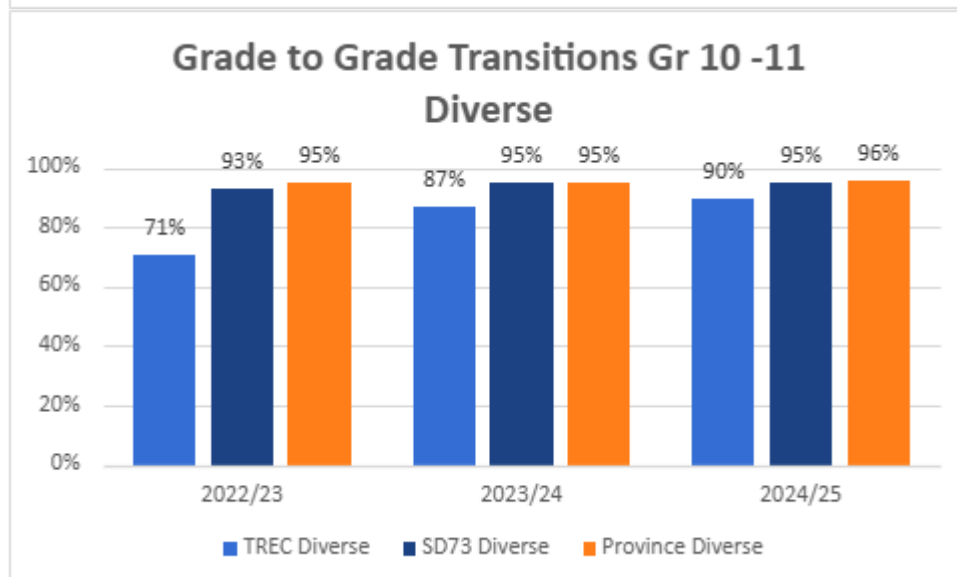
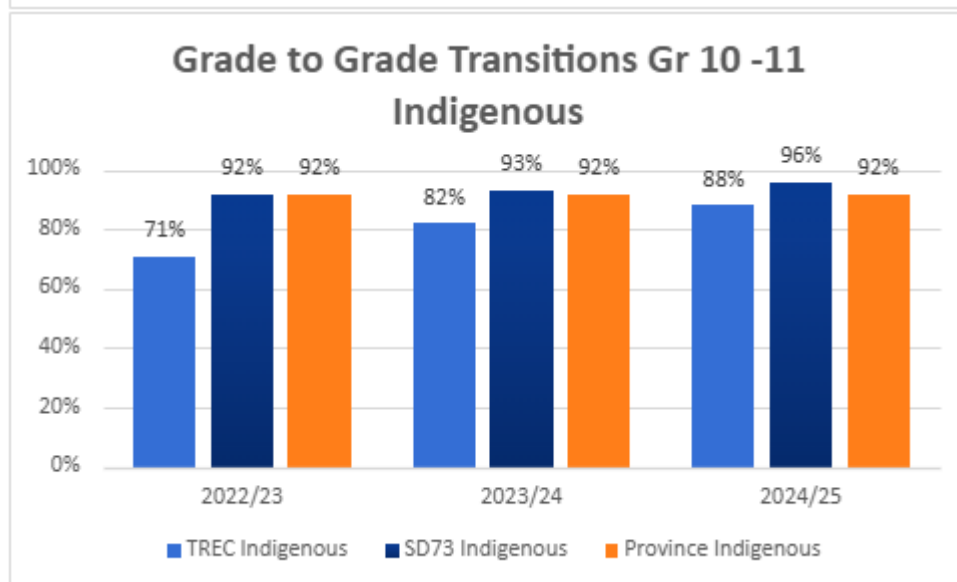
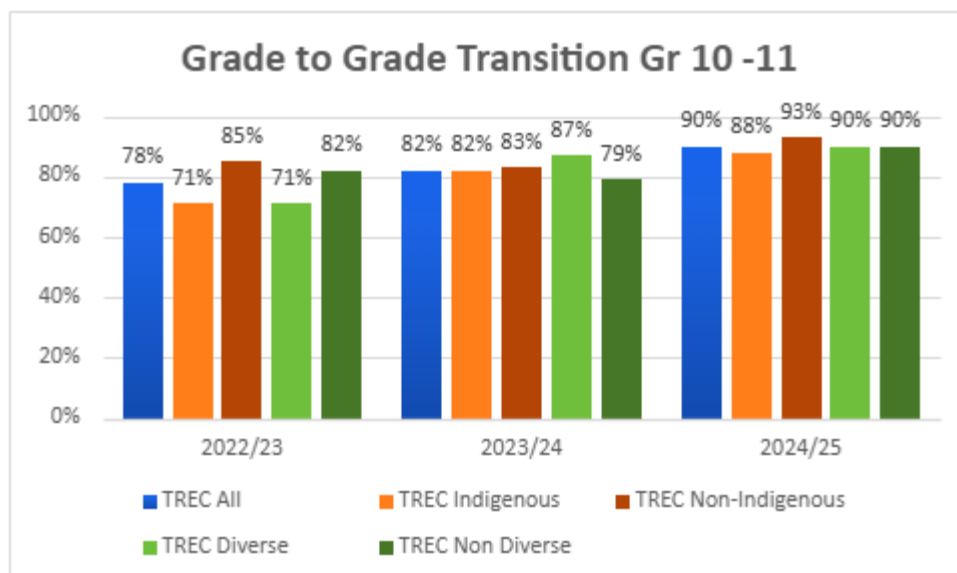




Grade to Grade Transitions Grade 10 to 11 Data

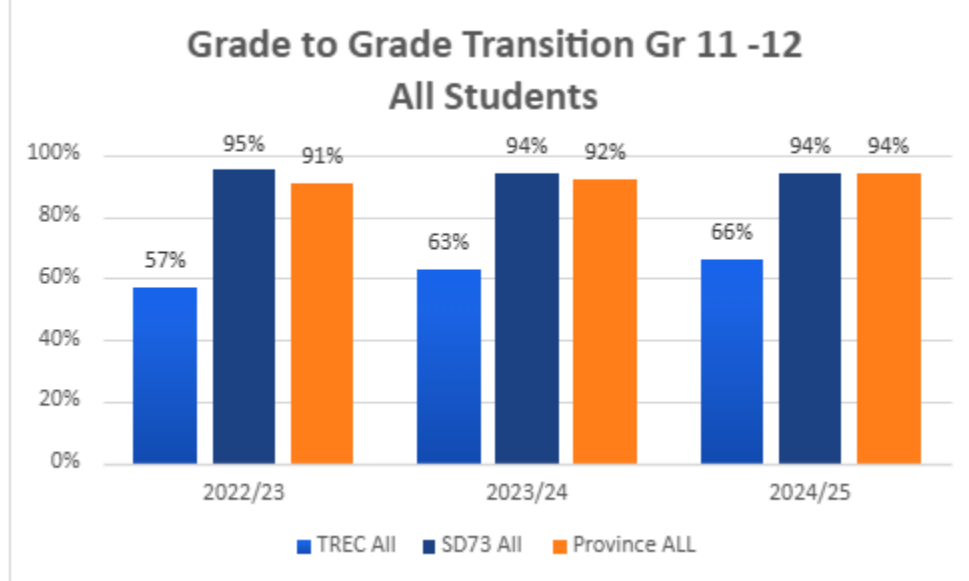
Grade to Grade Transition Gr 10-11							
Positive Response Rate	2020/21	2021/22	2022/23	2023/24	2024/25	3 year avg	3 year +/-
TREC All	67%	77%	78%	82%	90%	83%	7%
TREC Indigenous	61%	76%	71%	82%	88%	80%	8%
TREC Non-Indigenous	83%	73%	85%	83%	93%	87%	6%
TREC Diverse	67%	81%	71%	87%	90%	83%	7%
TREC Non Diverse	67%	74%	82%	79%	90%	84%	6%
SD73 All	96%	95%	96%	97%	97%	97%	0%
SD73 Indigenous	92%	92%	92%	93%	96%	94%	2%
SD73 Diverse	94%	93%	93%	95%	95%	94%	1%
Province ALL	95%	96%	94%	94%	95%	94%	1%
Province Indigenous	91%	91%	92%	92%	92%	92%	0%
Province Diverse	95%	95%	95%	95%	96%	95%	1%

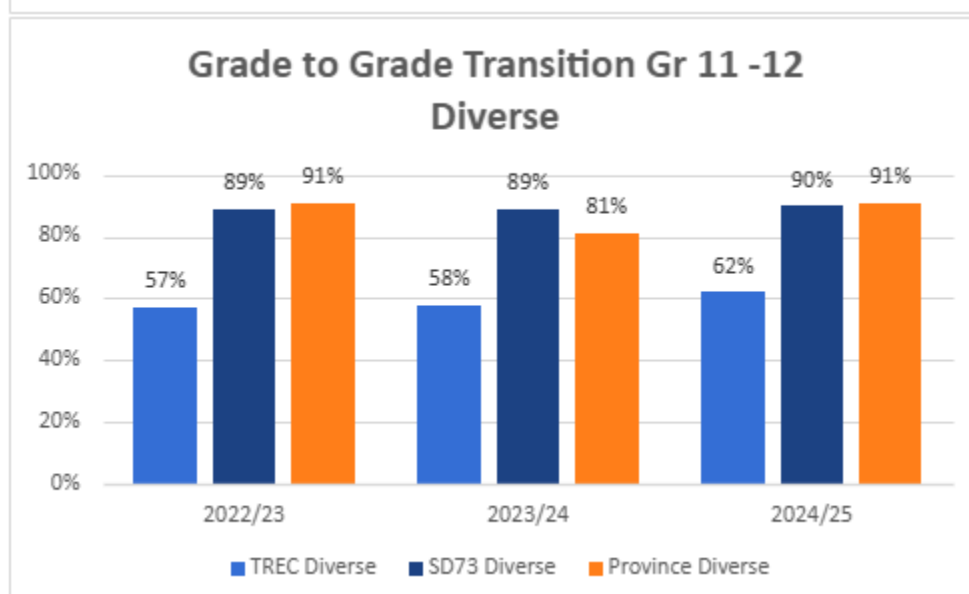
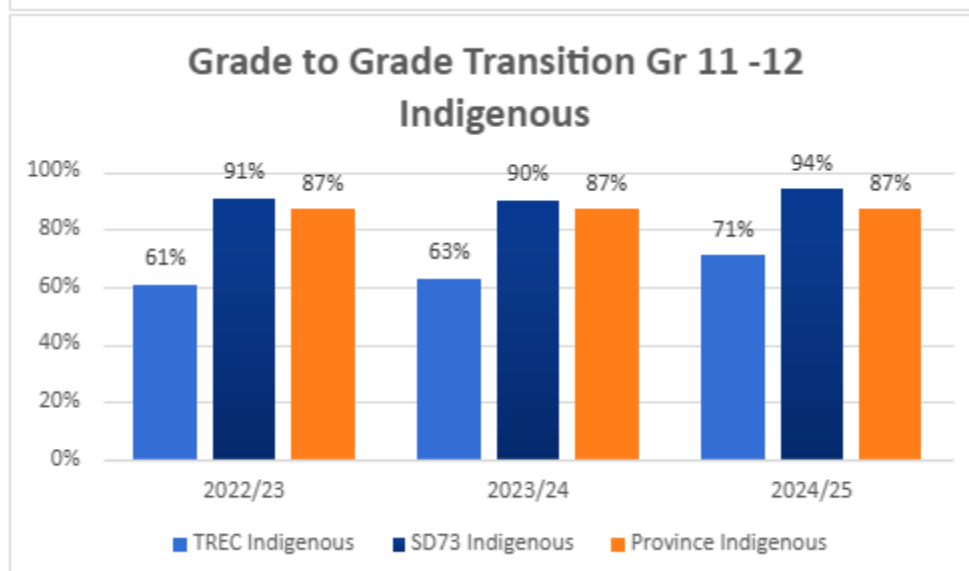
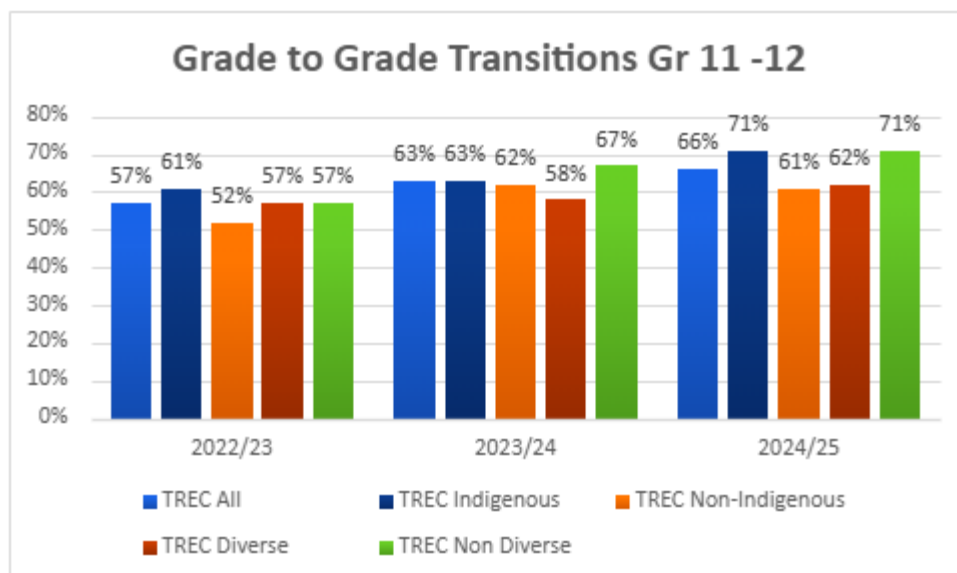




Grade to Grade Transition 11 to 12 Data

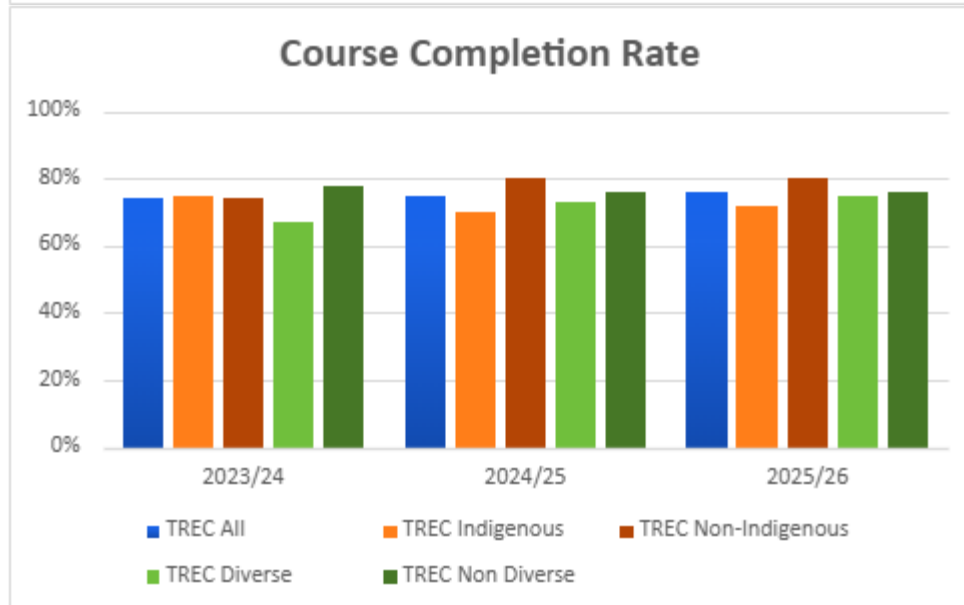
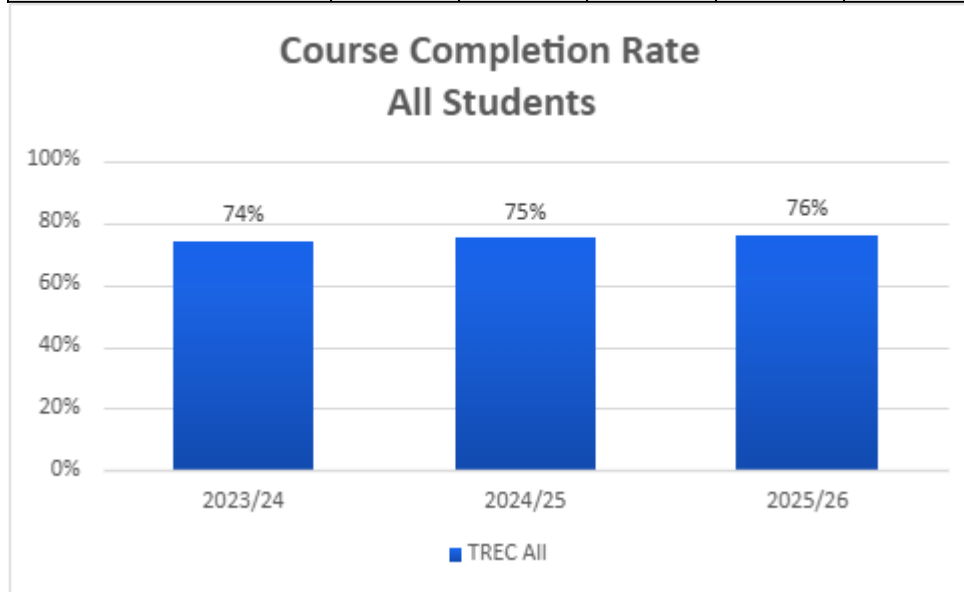
Positive Response Rate	2020/21	2021/22	2022/23	2023/24	2024/25	3 year avg	3 year +/-
TREC All	53%	54%	57%	63%	66%	62%	4%
TREC Indigenous	53%	64%	61%	63%	71%	65%	6%
TREC Non-Indigenous	53%	46%	52%	62%	61%	58%	3%
TREC Diverse	54%	46%	57%	58%	62%	59%	3%
TREC Non Diverse	52%	57%	57%	67%	71%	65%	6%
SD73 All	92%	94%	95%	94%	94%	94%	0%
SD73 Indigenous	85%	90%	91%	90%	94%	92%	2%
SD73 Diverse	87%	88%	89%	89%	90%	89%	1%
Province ALL	93%	93%	91%	92%	94%	92%	2%
Province Indigenous	85%	86%	87%	87%	87%	87%	0%
Province Diverse	90%	91%	91%	81%	91%	88%	3%

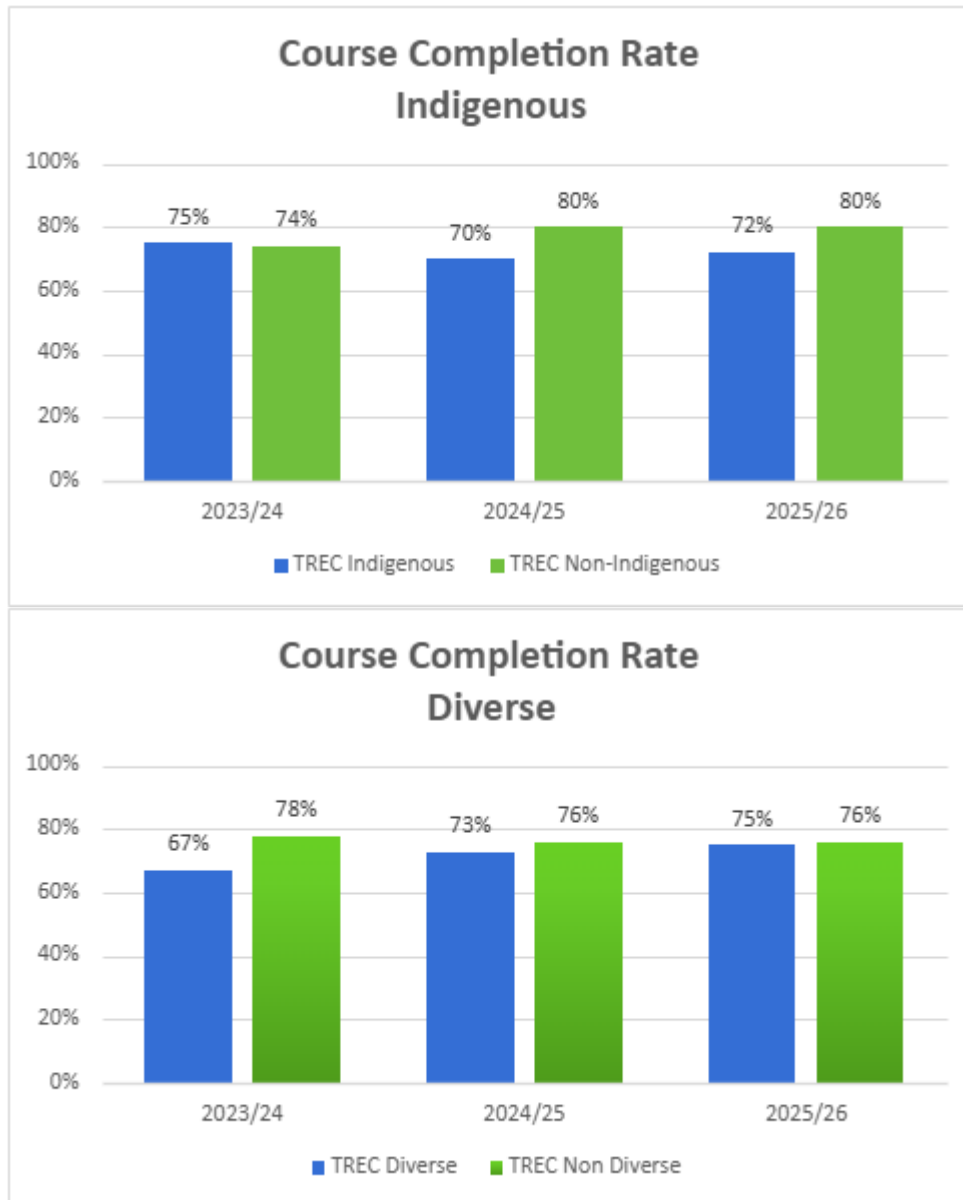




Completion Rates Data

Completion Rate							
Positive Response Rate	2021/2 2	2022/2 3	2023/2 4	2024/2 5	2025/2 6	3 year avg	3 year +/-
TREC All	67%	71%	74%	75%	76%	75%	1%
TREC Indigenous	65%	67%	75%	70%	72%	72%	0%
TREC Non-Indigenous	68%	75%	74%	80%	80%	78%	2%
TREC Diverse	64%	70%	67%	73%	75%	72%	3%
TREC Non Diverse	67%	72%	78%	76%	76%	77%	-1%

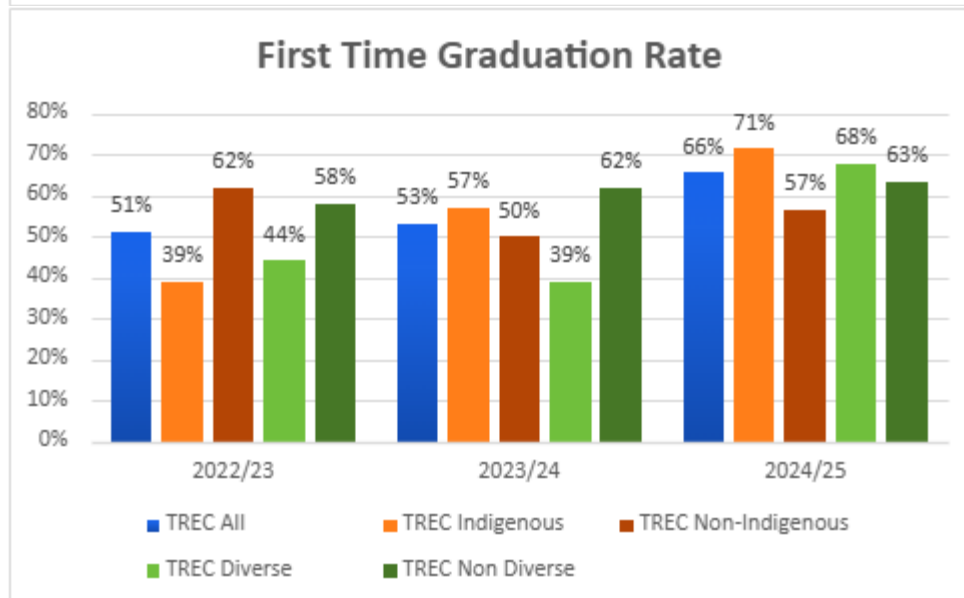
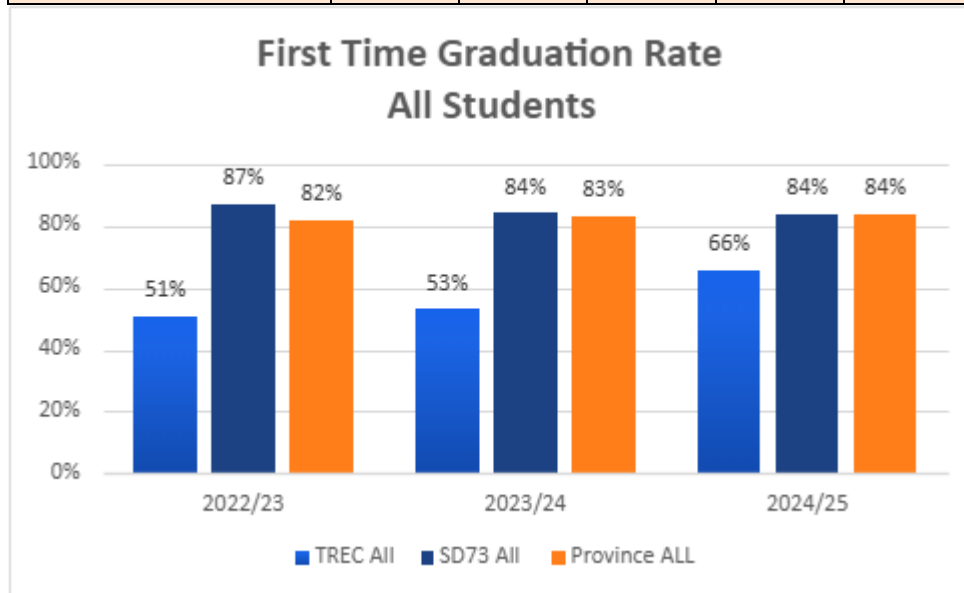


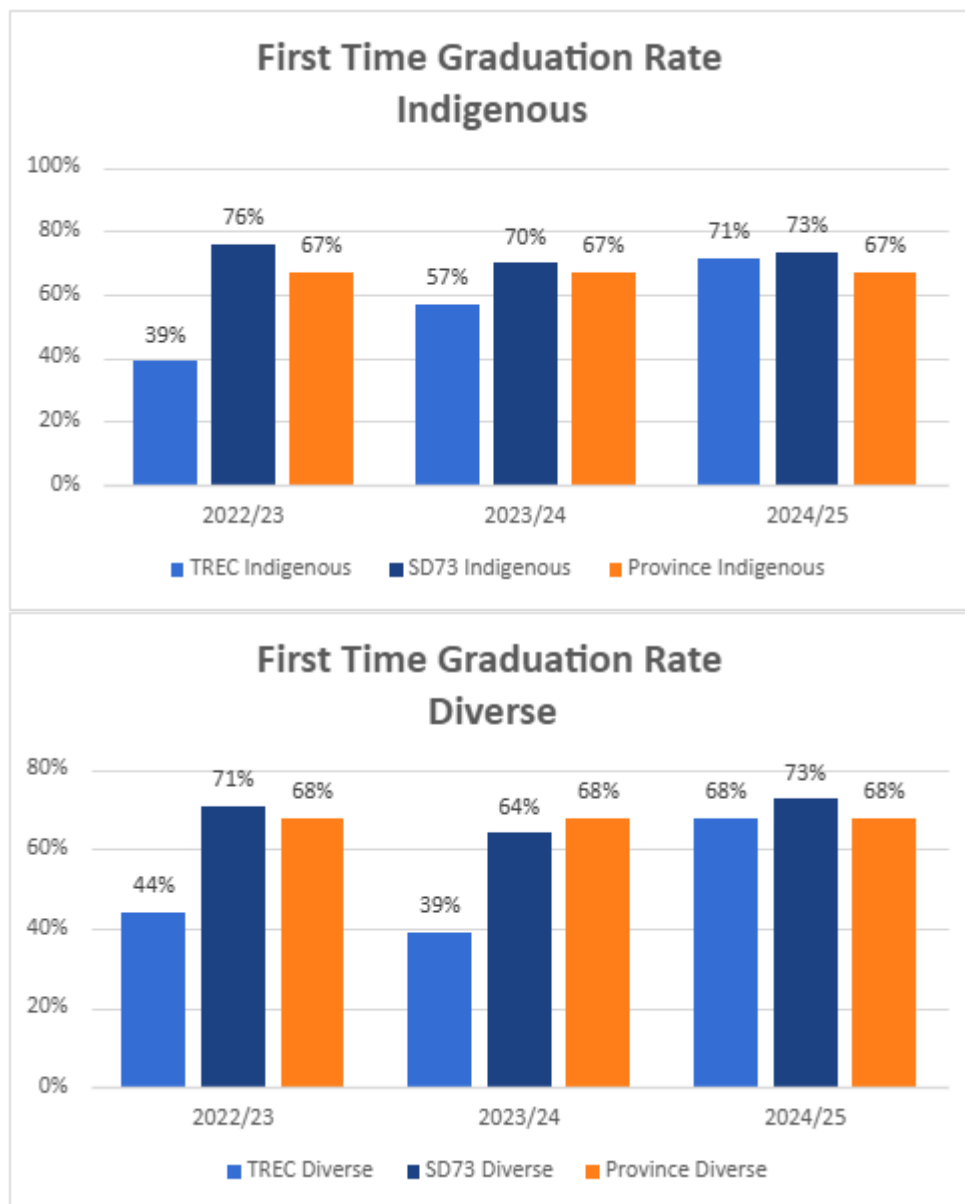


First Time Graduation Rate Data

First Time Graduation Rate							
Positive Response Rate	2020/2 1	2021/2 2	2022/2 3	2023/2 4	2024/2 5	3 year avg	3 year +/-
TREC All	57%	50%	51%	53%	66%	57%	9%
TREC Indigenous	58%	57%	39%	57%	71%	56%	16%
TREC Non-Indigenous	51%	39%	62%	50%	57%	56%	0%
TREC Diverse	42%	41%	44%	39%	68%	50%	18%

TREC Non Diverse	69%	61%	58%	62%	63%	61%	2%
SD73 All	83%	84%	87%	84%	84%	85%	-1%
SD73 Indigenous	76%	74%	76%	70%	73%	73%	0%
SD73 Diverse	63%	67%	71%	64%	73%	69%	3%
Province ALL	83%	83%	82%	83%	84%	83%	1%
Province Indigenous	68%	66%	67%	67%	67%	67%	0%
Province Diverse	65%	68%	68%	68%	68%	68%	0%





TREC Completion Rate

Final (All)

Count of Pupil #	Column Labels				Grand Total
Row Labels	2023	2024	2025	2026	
Jan		71	128	76	275
Feb		68	64	48	180
Mar		46	43	45	134

Apr	81	60	111	252
May	63	62	40	165
Jun	472	342	452	1266
Jul	5		10	15
Aug	1	12	7	20
Sep	26	19	23	68
Oct	36	48	37	121
Nov	47	55	81	183
Dec	38	32	29	99
Grand Total	148	972	886	2778

TREC Completion Rate 2026					
Month	2023	2024	2025	2026	Grand Total
Jan		92%	77%	86%	82%
Feb		96%	83%	96%	71%
Mar		76%	81%	98%	52%
Apr		95%	77%	89%	47%
May		86%	74%	98%	61%
Jun		54%	56%	45%	35%
Jul		60%	60%		60%
Aug	0%	92%	29%		65%
Sep	85%	95%	83%		85%
Oct	92%	90%	81%		89%
Nov	91%	96%	75%		82%
Dec	82%	81%	100%		88%
Avg	87%	72%	68%	9%	54%

Continuing Education Completion Rates

Final (All)

Count of Pupil #									
Column Labels									Grand Total
Row Labels	2020	2021	2022	2023	2024	2025	2026		
Jan	29	6	3	53	34	32	56		213
Feb	10	14	12	162	66	37	71		372
Mar	7	2	5	40	45	28	23		150

Apr	7	7	19	37	241	42	57	410
May	9	4	20	53	41	147	89	363
Jun	61	31	36	141	134	105	75	583
Jul		2	4	27	152		3	188
Aug	2	3	17	15	7		3	47
Sep	5	3	30	52	38		41	169
Oct	2	3	34	98	141		27	305
Nov	5	11	26	90	54		77	263
Dec	11	8	15	26	24		43	127
Grand Total	148	94	221	794	977	585	371	3190

SD73 Continuing Education Completion Rates								
	2020	2021	2022	2023	2024	2025	2026	Grand Total
Jan	45%	67%	67%	38%	59%	66%	34%	46%
Feb	60%	86%	33%	19%	50%	59%	21%	33%
Mar	57%	50%	100%	65%	60%	54%	78%	64%
Apr	29%	57%	53%	59%	12%	81%	33%	29%
May	33%	25%	50%	36%	56%	22%	20%	29%
Jun	52%	77%	58%	40%	34%	32%	48%	43%
Jul		100%	100%	7%	1%	100%		7%
Aug	50%	100%	88%	27%	86%	100%		68%
Sep	60%	33%	43%	23%	55%	76%		48%
Oct	50%	67%	62%	21%	35%	48%		35%
Nov	80%	18%	69%	7%	61%	23%		31%
Dec	27%	0%	40%	69%	67%	65%		56%
Grand Total	49%	60%	58%	30%	31%	44%	34%	37%